

Applicant's Name _____

Core Curriculum Summary LAC or LPC

"B" Grade or Above Required In Each of the Required 60 Semester Graduate Hours
BRICK MORTAR AND DISTANCE LEARNING COURSE WORK ACCEPTED IF COURSES MEET THE STANDARDS
ADOPTED BY THE BOARD.

PROFESSIONAL IDENTITY (3 hour minimum)

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h.) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. Page 60, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

SOCIAL AND CULTURAL DIVERSITY (3 hour minimum)

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following: a.) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b.) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c.) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e.) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) ethical and legal considerations. Page 61, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

HUMAN GROWTH AND DEVELOPMENT (3 hour minimum)

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following: a.) theories of individual and family development and transitions across the life span; b.) theories of learning and personality development; c.) human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; d.) strategies for facilitating optimum development over the life span; and e.) ethical and legal considerations. Page 61-62, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

CAREER DEVELOPMENT (3 hour minimum)

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision-making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations. Page 62, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

HELPING RELATIONS (3 hour minimum)

Studies that provide an understanding of counseling and consultation processes, including all of the following: a.) counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; b.) an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries; c.) counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include and examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; d.) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling; e.) a general framework for understanding and

practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; f.) integration of technological strategies and applications within counseling and consultation processes; and g.) ethical and legal considerations. Page 62-63, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

GROUP WORK (3 hour minimum)

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: a.) principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; b.) group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; c.) theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature; d.) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; e.) approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; f.) professional preparation standards for group leaders; and g.) ethical and legal considerations. Page 63-64, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

ASSESSMENT (3 hour minimum)

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) ethical and legal considerations. Page 64, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

RESEARCH AND PROGRAM EVALUATION (3 hour minimum)

Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a.) the importance of research and opportunities and difficulties in conducting research in the counseling profession; b.) research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; c.) use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy; d.) principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; e.) use of research to improve counseling effectiveness; and f.) ethical and legal considerations. Page 64-65, CACREP STANDARD, 2001

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TRADITIONAL-BRICK MORTAR COURSE WORK

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PRACTICUM AND/OR INTERNSHIPS (9 hour minimum)

The practicum total a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member; an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. The Internship/internships requires the minimum of supervised 600 clock hours that is begun after the completion of the practicum (Standard III.G) The internship includes 240 hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour

per week of individual an/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor,);an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, inservice and staff meetings);the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor. Condensed Pages 66-68, CACREP STANDARD, 2001

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Credential Evaluation Services

International graduate degree(s) must be submitted with an English translation and certification from a credential evaluation service and approved by the Board. These agencies must certify that the foreign degree is equivalent to a United States graduate degree. All costs for this certification are the responsibility of the applicant. For a list of services, please contact the National Association of Credential Evaluation Services, Inc. at (414) 289-3400.

Approved: _____
Signature

Denied: _____
Signature

Date: _____

Date: _____

Course content lifted from the
2001 Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP),
5999 Stevenson Avenue, AACD Building, Alexandria, VA 22304
Phone: (703) 829-9800, ext. 301; Fax: (703) 823-0252
E-Mail: CACREP@aol.com

Recommended elective courses to complete the 60 hour requirement effective January 1, 2003:

**ABNORMAL PSYCHOLOGY
PSYCHOPATHOLOGY
DSM
FAMILY & RELATIONSHIP
PSYCHOPHARMACOLOGY**

Recommended Electives Mandated January 1, 2005